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New Hampshire

DEPARTMENT OF PUBLIC INSTRUCTION

DIVISION OF SECONDARY SCHOOLS

HEAD MASTER'S MANUAL

A MANUAL
FOR THE
HEAD MASTERS
OF
NEW HAMPSHIRE
SECONDARY SCHOOLS

Department of Public Instruction
Concord
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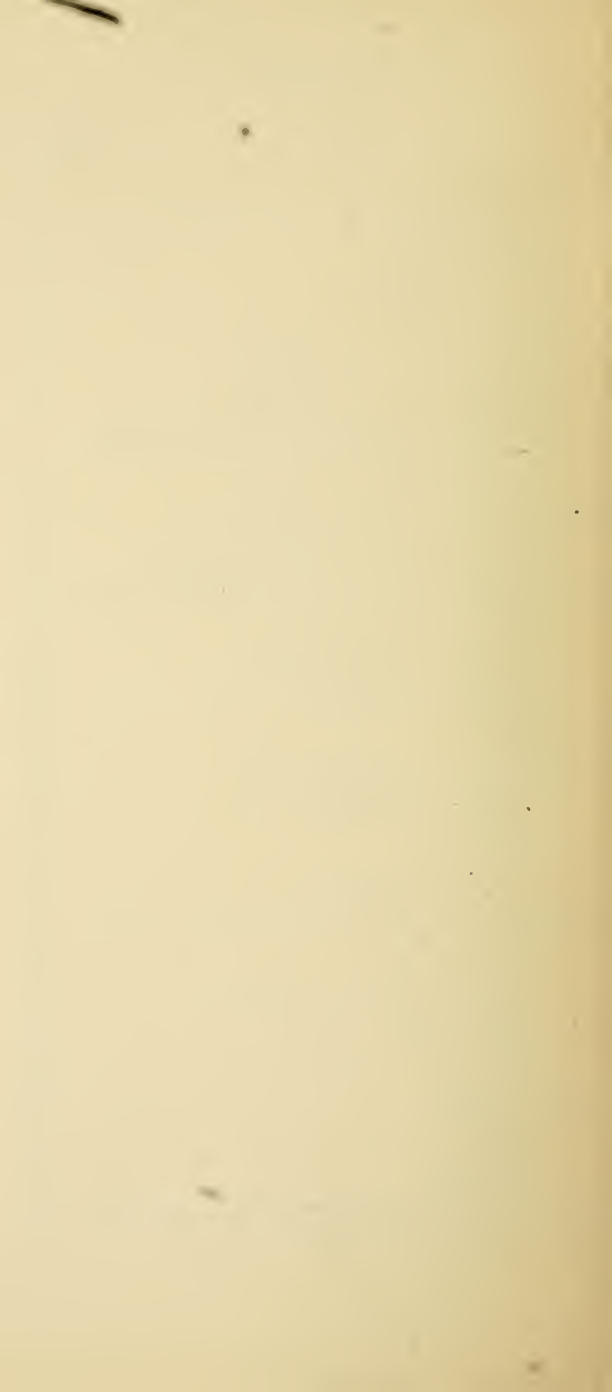
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HEAD MASTER'S MANUAL.

DEFINITIONS.

State Program. The pamphlet entitled "Program of Studies for the Secondary Schools of New Hampshire." This standard program provides a guide for administrative officers and is suggestive rather than mandatory.

Approved Program. The whole outline of work contemplated by an institution. It should be called The Program of the school, and not The Course of Study or the Curricula.

Curriculum. A portion or division of the program describing a particular line of work to be followed throughout the number of years that the program contemplates.

Subject. A separate branch of learning as Latin, science or history.

Course. The work in a particular subject within a single year.

Study. A division of a subject or of a course, as logarithms or Latin prose composition.

Unit. A single course pursued not less than four periods a week for one school year of not less than thirty-six weeks; in certain cases a unit may be made up of two consecutive courses in allied subjects, each course being one semester in length.

Semester. One half year of school work.

Time-table. The daily program or order of exercises of the school.

Period. A regular sub-division of the time-table.

Pupil. A general term for all persons enrolled as members in elementary or secondary schools.

Student. A general term for all persons enrolled as members in colleges, normal schools, or other post-secondary institutions.

Mark. A general term to denote any numeral, letter or other character used in records, as "T," for tardy; "E," for excellent; "74," for 74%, etc.

Passing Mark. The minimum standard for passing work. Usually 70.

Rank. Any mark given in percentage form to denote the relative quality of the work done.

Grades. Conventional marks used in some schools to indicate groups of excellence, as "A," "B," "C," "D," and "E."

Class Position. The position held by a pupil when the quality of his work is compared with that of the others in his class or grade. This may be expressed as a fraction or as a relative term in a series. That is, the pupil may be in the first fifth of the class, or he may be the third in a class of twenty.

Standing. Grade or class enrollment, as 10th grade or sophomore class. Class standing may be full or partial.

Class. The group of pupils in the same year of the school program, commonly called freshman, sophomore, junior and senior class, or 1st, 2d, 3d and 4th year, or 9th, 10th, 11th and 12th grade.

Register. The official record of the membership and attendance of the school. A legal document.

Pupils' Records. The official statement of the ranks and class standing of the pupils.

Work Record. The official statement of the work completed in each course.

Report Cards. The statement of marks and class standing periodically furnished to parents and guardians.

Standards. The minimum requirements of excellency in the various courses upon which approval is given by the state department of public instruction.

THE ADMINISTRATION OF SECONDARY SCHOOLS.

The administration of the work in public secondary schools is a task in which school board, superintendent, head master and teachers have definite parts; for administration includes the government, the supervision, the organization of the schools and the instruction of the pupils.

The Government. In the administration of the schools the school board is the governing body. It is subject only to the instructions and expressed wishes of the electorate, and to the laws of the state. It is a legislative and judicial body, but not an executive one. It gives general directions and rules for the administration of the schools and it passes judgment on the results obtained. No member may assume the power of supervision, organization or instruction except by vote of the board.

The Supervision. In the administration of the schools the superintendent is the supervisory and executive officer. As the agent of the school board he governs the schools, makes concrete the general directions given him and secures the enforcement of the school laws of the state and the rules and regulations of the school board. The supervision of the schools is his particular duty. He must outline the material for instruction, direct the methods of teaching and judge both the efficiency of the teaching and the quality of the work done. He must also organize his school system by keeping its purposes and ideals before teachers, pupils and citizens—so as to harmonize all interests and unify the aims of the schools. He must instruct his teachers in the psychology and pedagogy of their work and see that they are familiar with the advances made in the science and practice of teaching.

The Organization. In the administration of the schools, the head master's chief work is organization. Under the general direction of the school board as interpreted by the superintendent, he governs his school and aids the superintendent in the supervision

of its work. He may also be a teacher of classes, but his primary duty is the organization of his school. Though the superintendent may at any time review the details of organization, it should seldom be necessary for him to do so. He should rather present the general scheme so that the head master be given great freedom in working out the details, as he is to be held strictly responsible for results.

The Instruction. In the administration of the schools, the teacher's chief duty is instruction. She must govern her room, supervise the work of her pupils, and organize her classes, but she is primarily a teacher.

THE HEAD MASTER AS AN ORGANIZER.

A school is not a collection of classes, but an organization where all are working with the same ideals for a common end and the head master must organize it for this purpose.

He should unify his school. By the general exercises of the school, by its organizations for special interests, by its public exhibitions, the head master makes of his school a social unit. He should regard it as one of his peculiar duties to so form and guide the various clubs, teams and other interests of his school that they become powerful factors in its life, and though he reserves to himself the control, he should so divide the work that each assistant teacher has some responsible part in the social organization of the school.

He should know his pupils. The head master must deal with parents, teachers and pupils and unite their diverse interests so that all may work in unison in their common task. By patient study he must learn the characteristics of his pupils, their ideals and ambitions and the conditions of their home life, and he must do this through a real interest in all that concerns them. An interested teacher can do more than a truant officer to keep pupils in school.

He should make effective his authority. The head master as disciplinary head of the school is to be held responsible for the conduct of the pupils in the building and basements, on the play-ground and on the streets as they come to the school and return to their homes. He must strengthen the control of his assistant teachers and lead them into better methods of solving school difficulties, while he is constantly alert that full justice be done to pupil as well as to teacher.

He should be efficient in the management of his office. His records should be kept with system and dispatch, he should not permit desultory attendance, he should insist that pupils do reasonable work, that they follow the prescribed curricula and that they promptly make up deficient work. He should prepare an economical time-table and plan the work of the school to avoid confusion and waste of time and effort.

In particular the marking system and the recorded ranks are in his charge. He should provide that the school has a marking system thoroughly understood by all teachers and uniformly administered by them. He should check any individual modifications of this system and refuse to record ranks that express the carelessness or mental vagaries of the teachers. It must be emphasized that no work is to be recorded except it be a judicial statement of fact, and when recorded it must stand as a permanent school record. The head master must protect pupil and school from recorded ranks too high or too low for complete justice.

The head master should frequently review the ranks with his staff and with individual teachers. He should show them that when any considerable part of the class is failing, it is probably due to poor teaching, that either the ranks are inaccurate or the work as presented is too hard for the class. He should show that when a large number of ranks are barely passing or are nearly perfect that the teacher is not marking with accuracy or judgment.

Probably it is seldom wise for the teacher to record a mark at the close of each recitation. She

should, however, by careful consideration of the pupil's participatory attention and effective recitations, determine his general class position. She then should frequently by carefully marked informal and formal tests revise her conception of the work done. She should be alert to see and register any improvement or its reverse in the work of her pupils.

THE HEAD MASTER AS AN ADMINISTRATOR.

The School Board. The head master is responsible to the school board, through its executive, the superintendent of schools. He should familiarize himself with all general rules and regulations of the board and follow the directions and suggestions of the superintendent.

The Department of Public Instruction. By the laws of the state, secondary schools must be approved by the state superintendent of public instruction.

"By the term 'high school' or 'academy,' as used in this act, is understood a school having at least one course of not less than four years, properly equipped and teaching such subjects as are required for admission to college, technical school, and normal school, including reasonable instruction in the constitution of the United States and in the constitution of New Hampshire, such high school or academy to be approved by the state superintendent of public instruction as complying with the requirements of this section."

THE SECONDARY SCHOOLS AND THE STATE DEPARTMENT.

In accordance with the provisions of the law, the department of public instruction has an intimate connection with the secondary schools of the state. This relationship is expressed in several forms.

Institute Service. The department holds each year in the several counties of the state teachers' institutes with programs designed to bring to the teachers of secondary schools the results of the most recent researches in the pedagogy and psychology of the high school. In addition it holds at a central point, in the summer, an institute of a week's duration, and a shorter one in the winter for the study and discussion of the problems of education. The department holds that presence at and participation in the deliberations of these institutes and conferences should be regarded as a professional opportunity by the school men of the state.

In these institutes the department has occasion to set forth views as to the best methods of teaching in secondary schools as well as other schools, but it should be understood that such expressions are merely suggestions. Schools are judged in terms of the efficiency of the work done on their own conception of methods, not upon what the department considers the best methods.

Departmental Publications. The most important of these in this connection is the Standard Program of Studies for the Secondary Schools of New Hampshire. The program has been supplemented by many circulars, the substance of which is now gathered for the convenience of head masters into this manual.

The Standard Program should be in the hands of every teacher for constant reference. It is, however, suggestive rather than prescribed, and other outlines if of equal merit may be used. This document contains the recommendations of the Educational Council of New Hampshire and has incorporated in its revisions the accumulated experience of the state and the suggestions of many teachers. For many of the courses institute circulars supplement the outline given in the program. The separate chapters contain suggestions concerning the pedagogy of the course under suggestion, and also state the standards of work required in all approved schools. These standards give the amount of work that has been found entirely possible to accomplish in well-con-

ducted New Hampshire schools. Courses will be regarded as deficient when they do not meet these standards. It is important that head masters see that their teachers understand these standards and meet them in the regular work of their classes.

Inspection of Work. Through its deputies the department aims to inspect the work of all secondary schools each year. In practice this will probably mean that the stronger schools which have able superintendents and experienced head masters will be thoroughly inspected only occasionally, while the more needy schools will be frequently inspected. In particular this personal inspection is designed to show the physical surroundings and the spirit of the school, the condition of its records and the quality of its instruction.

The instruction is judged by the proportion of pupils whose attention is vital and participatory and by the proportion of pupils who make an adequate recitation.

The department strongly recommends to the attention of head masters and other teachers Chapter XXII of the Standard Program, entitled "The Teaching of Any Topic." It does not, of course, prescribe that method as any suitable technic may be used as long as it measures up to the standards just given, and results in interested behavior and matured reactions. The quality of the instruction is determined not by the manner and method of the teacher but by the results attained.

Record of Graduates. Secondary schools are approved as "teaching such subjects as are required for admission to college, technical school and normal school." In determining whether schools are deserving of approval, the ranks attained by the graduates who enter college and normal school will be carefully weighed.

Reports. Much of the work of the schools, especially on the quantitative side, is judged by reports made from time to time by the secondary schools to the department. These are the regular reports required during the year.

Required at the opening of the school in September.

1. School calendar.
2. List of teachers. This to be reviewed each term if changes occur.
3. Registration of new teachers.
4. Report of admission of tuition pupils.
5. Report of summer discharges.

Required at close of school in June.

1. Report of discharges during the year.
 2. Records of graduates.
 3. The annual statistical report.
 4. Report of tuition pupils.
 5. The annual work reports.
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CONDITIONS OF APPROVAL.

The Approved Program. This document should always be kept in the head master's desk or, better, posted in a conspicuous place in the schoolroom. It must be available for inspection at all times. It consists of the different curricula, with the constituent courses, offered by the school. It contains a record of its adoption by the school board and its approval by the superintendent of public instruction. It cannot then be changed or modified by superintendent or head master, and if changes are made by the school board the program must be reapproved by the state department. It must consist of fourteen or more units, not including review courses. The term of approval expires annually on July 15, and the approval of a school will be revoked at any time if it appears that it does not meet the legal requirements for approval.

Following the Program.

1. Changes of pupils from one curriculum to another. Changes should be seldom made and al-

ways upon request of parents and with the consent of the head master. The cause should be recorded. Changes by pupils of low ranks, changes seemingly to avoid difficult courses, and changes which leave incomplete those studies which require more than one year, as foreign languages, are to be regarded with suspicion. Unless there is a creditable cause for a change, the pupil who changes should make up whatever courses the new curriculum contains that he did not pass in the old.

2. Substituting courses from other curricula. The same comment applies as above. A definite purpose for the change must appear, such as to meet a specific college requirement, and the substituted course must be of at least equal educational value.

3. Deficiencies. All courses failed should be made up by examination or by repeating the course. The pupil should make up deficiencies of the year before when school opens in September, or not later than the middle of the fall term. If he fails to do this, he should be demoted to the deficient course. An advanced course in any subject cannot be taken before the preliminary course is passed.

Constitutional History. A statutory requirement calls for suitable instruction in the constitutions of the United States and New Hampshire. The purpose of this statute is clearly to provide for adequate instruction in, and a proper understanding of, American political institutions. This year's work must be a complete survey of the constitutional history of the American people. The outline in the state program, or any equivalent one, may be used. No pupil may graduate without completing this course.

Extra Courses. Pupils should be allowed to take extra courses only when their capacity and industry make possible such work, or when there seems to be particular and urgent need. The consent of the parent should always be obtained. The regular school work is in most cases all that the pupil is able to carry and though there are some pupils who

might properly take an additional subject, it is evident that if a considerable number take five courses the quality of the regular four is diminished for all pupils. The desire of the pupil of ordinary ability to still farther scatter his work is to be discouraged.

The School Equipment. The teaching staff must be sufficient, so that no teacher may be required to teach over eight periods a day.

Teachers in approved secondary schools must hold the bachelor's degree, or for the purpose of the position the full equivalent.

The school must be suitably equipped for the courses offered. This equipment will include textbooks, reference books, maps and laboratory equipment for the sciences.

The school building and its surroundings must be in a suitable and sanitary condition.

A wholesome state of good order must prevail.



ADMISSION, PROMOTION AND DISCHARGE OF PUPILS.

Admission of Pupils. A pupil once admitted to a secondary school is a member till he is discharged, and graduation is a form of discharge. Admission may be as follows:

1. From the elementary schools of the same district by some regular system approved by the school board and satisfactory to the department.

2. From other New Hampshire elementary schools by the certificate of their district or city superintendent, or where there is no superintendent by examination as the regulations of the department direct. It is to be noted that if the candidate is under fifteen years he is not to be examined until his teacher certifies that he has completed the studies of the elementary school.

3. From the elementary schools of other states, by the certificate of the superintendent of the school

where the pupil studied, by diploma or other proof of the completion of the work in an elementary school or by a certificate of promotion to a secondary school. But certificates are recognized by the department only when originating in school systems which are under professional supervision, or in secondary schools approved by a state education office. In all cases, the statement of the pupil or his parent must be substantiated by satisfactory documentary proof.

4. To advanced standing, either by examination or by certificate of work completed in an approved high school and signed by the head master or principal of that school.

Tuition Pupils. Tuition pupils may be admitted by certificate as stated in the section concerning admission, or by examination. The examination must include at least arithmetic, spelling, composition, grammar, geography and United States history, and before the candidate is examined, if he is under fifteen, he is to present a certificate from his teacher that he has completed the common school course. The school may, of course, include such other subjects as the management may deem expedient. The candidate must pass these examinations with an average of 70% with not less than 50% in any subject and a report of all examinations, whether successful or not, is to be sent to this department. Examinations must be under the direct supervision of the school authorities.

Tuition is due to the school from the parents and they may recover from the town where they live under certain conditions, but for convenience the bill for tuition is usually sent directly to the town.

At the time of the examination the examiner should determine by whom the tuition is to be paid, and if from the town should avoid controversy by notifying its school board of the admission. The examination given and the papers received should be preserved for a year. They may be called for at any inspection and will be reviewed when a com-

plaint is preferred against a school alleging that it is admitting unprepared pupils.

Promotion and Class Standing.

At the beginning of the year class standing is determined as follows:

1. A pupil is in *full* standing in any class when he has completed all of the work of the preceding class or grade.

2. A pupil is in *partial* standing in any class if he has completed all but one unit or less of the work of the preceding class.

3. A pupil in either of the above groups has *class* standing except that to be a member of the graduating class he must be taking all the courses needed to complete the work of his curriculum.

4. A pupil deficient more than one unit has full standing in the preceding class.

During the year a pupil may by completing deficient work be promoted to a higher class, may acquire full standing in his class, or by failures he may be degraded from full standing, or demoted to the class below. A pupil in partial standing is "conditioned" by the amount of work that separates him from full standing.

Special Pupils. All pupils are classified as regular pupils except the following:

1. A special pupil may be a graduate who has returned for special work. Such a pupil should be readmitted as a new pupil and discharged when the special work is completed.

2. A special pupil may be a pupil who is allowed by the school authorities to take a special course in school to meet some definite plan.

3. A special pupil may be a pupil of inferior scholastic abilities, but of faithful endeavor, who is

allowed to take such studies as his capacity permits.

A special pupil has no class standing and is not graduated. The number of special pupils in a school should always be small.

Reports of Discharges. At the opening of the school in September a report should be made to this department of all pupils, not graduates, who have left school during the summer vacation. This includes those who were promoted to the school from the elementary schools, but have not entered. It is clearly the duty of the head master, either personally or through a deputy, to ascertain the causes and to reduce the number of failures to enter the high school. There must be no break in the responsibility that holds our pupils to school attendance. At the close of school in June a similar report should be made of all who have been discharged, without graduation, during the year.

These reports will give the name, the date of discharge, the class, the curriculum, the courses in which the pupil was deficient, and the cause of the discharge. The causes are "M," moved from town; "D," death; "I," ill health; "C," change in family conditions making absence necessary; "S," selfishness or short-sightedness of parents; "W," weakness or indifference of pupil. Discharged pupils are not to be marked "I" unless the head master is satisfied that the pupil is too ill properly to attend school; nor "C" unless there has been some change in circumstances since last term or last month which makes it impossible for the pupil to attend now. "S" means that the pupil leaves primarily to please his parents, and "W" primarily to please himself.

A school which cannot hold its pupils shows elements of weakness, and a head master has no more important duty than building up the membership of his school.

Graduation. A pupil is graduated when he has completed one of the curricula in the school's approved program. There can be no "condition" to graduation.

At the close of the school year a report is to be made to this department. This will contain the names of the graduates, the courses that they have completed during each year and the average rank obtained in each course for each semester or term. These reports will be a permanent record of the graduates of New Hampshire secondary schools.

OFFICIAL RECORDS.

Records. The records of the standing of the pupils must be kept accurately and in permanent form. The record should contain at least the following data: The pupil's name and that of his parent, his residence and the date of his birth, the date and manner of admission, the curriculum chosen and the courses followed, with the rank attained in each recorded by semesters or terms. The department will insist that the school records, and the teachers' original records from which this official record is obtained, be kept in ranks, that is, expressed in a percentage notation. The school may, of course, use any conventional marks in its reports to parents and pupils. It should also give the yearly attendance, and the date and manner of discharge, together with an explanation of the marking system and passing mark if it is unusual. The Educational Council is engaged upon the study of marking systems in use and will recommend a uniform system. Specific terms, such as Cicero and algebra, should be used in place of Latin and mathematics where confusion might arise, unless the order of the courses is the same as that given in the state program. When deficiencies are made up they should be clearly recorded and any irregularity in the program of the pupil should be explained. When pupils are admitted to advanced standing the record of the work completed in the former school should be entered, showing the courses completed and the credit given.

The department further suggests that secondary

schools keep a record of their graduates, with yearly revision. This record should record further scholastic progress, particularly college entrance and graduation and such other vital facts in the lives of the graduates of the school as may be obtainable.

The register. It is required that the register be neatly and accurately kept. All blanks should be filled, the entries should be made in ink and non-membership lines neatly drawn.

Attendance. A school which does not appeal strongly enough to its pupils so that they attend promptly and regularly is not deserving of approval. The keeping of an exact record of attendance is a legal requirement.

1. Absences. All absences are to be recorded at the beginning of each session.

2. Dismissals. A pupil should not be dismissed for any part of a session, except when the need arises during school hours, unless by the parent's written request presented and granted before the opening of the session.

3. Tardinesses. Any pupil not present at the opening of a session, and not previously excused, is tardy and it does not matter whether the tardiness is for a minute or for several hours. Pupils are not to be recorded tardy when the tardiness is caused by the unusual delay of a public conveyance, nor when a pupil for special reason has been permitted to come regularly at a later time by vote of the school board.

A teacher is under no obligation to accept an excuse or grant a request for dismissal if the cause is not justified.

CERTAIN LAWS CONCERNING SCHOOLS AND TEACHERS.

1. Teachers may be dismissed for cause, but must first have a full and fair hearing. P. S. 92:3, amended by 59, Laws 1905.

2. Each schoolhouse must be furnished with a suitable flag and this, when not otherwise displayed, must be conspicuously placed in the principal room of the school. P. S., 92: 8, amended by 50, Laws of 1895, and 39, Laws of 1903.

3. In each school there must be exercises of a patriotic nature during some session of the week of Memorial Day. 14, Laws of 1897. This applies to high as well as other schools.

4. School doors must open outward, and there must be fire escapes on all school buildings of three or more stories. 108, Laws of 1909, and 123:1, Laws of 1915.

5. Schools must be in a proper sanitary condition. 35:1, Laws of 1915. If the local officials will not act it is the duty of the teacher to complain to the State Board of Health.

6. The principal of all incorporated educational institutions must send its annual catalog to the New Hampshire Genealogical Society, Dover, N. H. 40, Laws of 1907.

7. In all towns, pupils, even though they have completed the work of the elementary schools, must continue in school until they are fourteen, and when the district has adopted a by-law making the school age six to sixteen, they must attend until they are sixteen unless they have secured an employment certificate. P. S., 93: 6. The head master should see that such pupils continue in school.

CODE OF PROFESSIONAL ETHICS.

ADOPTED BY THE NEW HAMPSHIRE STATE TEACHERS'
ASSOCIATION, OCTOBER 22, 1915.

I. DEFINITION OF TERMS.

It is desirable that there should be a general professional agreement as to the designations to be given to members of the teaching profession in the state according to the functions which they perform. It is not well that there should be no fixed designations, with the result that the general public uses such terms as "professor" indiscriminately. The following designations are, therefore, recommended and it is hoped that different official bodies, qualified to do so, will eventually give them their sanction:

1. The title of the officer having charge of general education in the state of New Hampshire should be the Commissioner of Education.

2. His deputies should be called Deputy Commissioners of Education.

3. The head of the New Hampshire College of Agriculture and the Mechanic Arts should be called President and persons holding chairs in the institution should be called Professors according to such grades as the college authorities from time to time specify.

4. The title of the heads of the Normal Schools should be Director.

5. A professional educator engaged in the supervision of local school systems should be called Superintendent, and his assistant in the work of general supervision should be called Assistant Superintendent.

6. A person whose sole duty is directing both teachers and pupils in a special department of school work should be called a Supervisor.

7. The head of an approved secondary school of the first class should be called Head Master.

8. A school officer having the supervision and control of teachers and pupils in an elementary school or of a secondary school below the grade of first class should be called Principal.

9. The teaching force of the New Hampshire State College and the Normal Schools should be called the Faculty, and that of secondary schools should be called the Staff.

10. The title of Professor should be reserved for teachers holding chairs in colleges and graduate schools.

II. RESPONSIBILITY.

1. The proper conception of education being to develop all the powers and faculties of body, mind and spirit, with which a child has been endowed by the Creator, the first duty of teachers is to safeguard and bring to the highest state of perfection the physical, intellectual, æsthetic, moral, social, and so far as possible, the spiritual endowment of their pupils.

2. As the teacher must necessarily stand *in loco parentis*, in rather large measure, the duty of teachers to parents is to seek their acquaintance, to co-operate with them in the education of their children, to become informed of the home life and conditions by friendly visits, and in all other respects to manifest an interest in the individual child. Above all, a teacher should be frank, as well as sympathetic, in dealing with parents. Criticism by parents should be received with courtesy and patience.

3. The duty of teachers to the community is to be loyal to those in authority over them. In case of a conflict of educational ideals, between teachers and trustees or school boards, while they should recognize the fact that the school authorities must direct the general policy of the school, it is the duty of teachers to be loyal to their professional ideals, to protest against any violation of professional ethics, and in extreme cases to resign, stating their reasons to the community.

While never exploiting their position, teachers should always maintain a progressive conservatism of thought and action, dignity of character, honesty of purpose, and should take an unqualified stand for the best in education and in social life.

III. THE DUTIES OF TEACHERS TO FELLOW TEACHERS AND TO THE PROFESSION AT LARGE.

1. It is the duty of every teacher to regard every other teacher as a fellow craftsman and as entitled to all the rights, courtesies, and emoluments that usually obtain in other professions, with recognized standards.

2. It is unprofessional for teachers to criticise co-laborers and predecessors, as such procedure tends to weaken the confidence in which the work of our profession is held by the community.

3. All teachers should actively affiliate themselves with professional organizations and should acquaint themselves with the proceedings of the State Association and should interest themselves in its activities.

4. It is an essential part of the ethics of the profession that teachers should constantly familiarize themselves with its recognized and authoritative literature.

5. Since they are rightly regarded as examples to pupils, teachers should always so conduct themselves that no just reproach may be brought against them. Where liberty of conscience is not concerned, they should stand ready to make personal sacrifice, because of the prejudices of the community in which they live.

6. It is unprofessional for teachers to tutor pupils of their own classes for remuneration.

7. It is unprofessional for teachers to promote the interests of canvassers and other salesmen, either directly or indirectly, by writing testimonials of their wares.

8. It is unprofessional for any teacher to lend himself to any scheme of self advertising.

9. It is unprofessional to call for or to allow the use of substitutes, except for serious illness or for other grave reasons.

10. A clear understanding of the law of contracts is incumbent upon all teachers. Since teachers should scrupulously keep whatever agreement they make, they should refuse to sign a contract unjust and humiliating in form.

11. It is unprofessional for teachers to resign during the period for which they have been engaged. They may rightly ask to be released, by giving notice of not less than four weeks, but must in case of refusal abide by their contract.

12. It is unprofessional for a teacher to underbid a rival in order to secure a position.

13. It is unprofessional for a superintendent or other school officer to offer a position to a teacher without first conferring with the superintendent under whom that teacher is employed.

14. It is highly unprofessional for a superintendent or other school officer to visit, with a view to employing, a candidate at work, without the permission of his or her superintendent. When visiting schools, the visitor should never disarrange the work of the day.

15. It is unprofessional for superintendents and teachers, in their relations with publishing or supply houses, their agents or salesmen, to give just grounds for the suspicion of obligations tending to influence the purchase or adoption of books or supplies in favor of any particular agent or firm.

16. The indiscriminate writing of general recommendations for pupils or teachers is unprofessional.

17. Teachers should at all times be ready to assist one another by giving information, counsel, and advice, and by such services and acts as teachers can

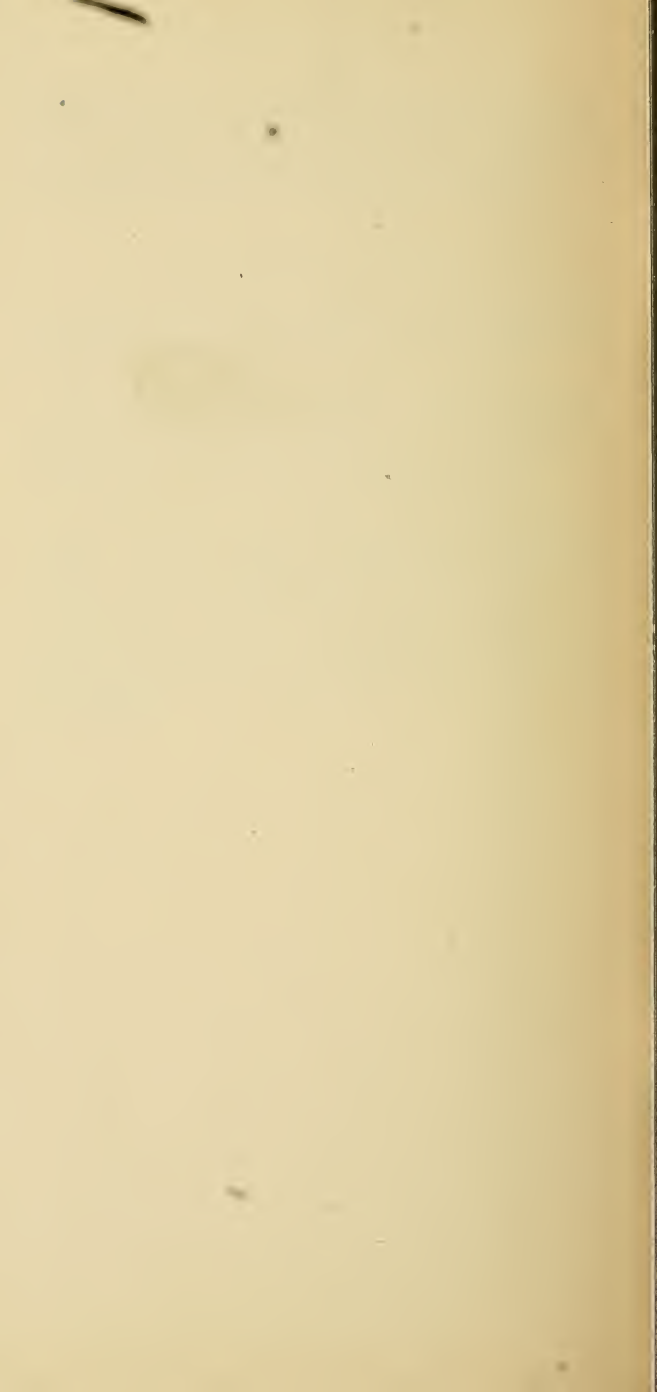
perform without detriment to themselves or their work. Such reasonable service should be regarded as a professional duty for which remuneration beyond actual expenses should not be accepted.

IV. TEACHERS AS CITIZENS.

1. It is incumbent on teachers loyally to acknowledge all the duties and obligations of citizenship, and to discharge them both in letter and in spirit.

2. Because of their peculiar position, teachers should especially regard themselves as guardians and promoters of the physical, moral, social, and spiritual welfare of the community in which they live.

3. Teachers are and should be the servants of the people, without regard to distinctions of political party, religious faith, or other matters which are brought into issue and upon which individuals honestly disagree. Teachers are fully entitled to liberty of conscience, but it is unprofessional for them to become partisans upon issues which divide the community.



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